


DEEP, DEEP UNDER THE SEA



Tell me,
I forget.
Show me,
I remember.
Involve me,
I understand.

(Ancient Chinese Proverb)

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INTRODUCTION

- This Unit is designed for pupils between ages 4 and 5, this means children in the third level.
- This unit is created from the Foreign Language Area (English) and is connected with sciences.
- This unit fits inside the theme of reading & writing and understanding fiction narrations. Children will be able to understand simple description of characters, dialogues and structures. They should be able to analyse the characteristics that a person should have when living in community. They should followed the readings and acting out. We will start working and reviewing the oral skills that they have worked in the previous themes, working from the previous knowledge.

DISCOURS ANALIZE

- We are working with a narrative, fiction and adventure text. This text has a lineal structure because narrative runs smoothly in a straight line, it is not broken up with three different moments: the setup, the conflict and the resolution.
- It is a suspense history.

What we expect with this Unit

- We expect to develop children's capacities but specially reading and writing skills through a narrative, fiction & adventure text.

Theories in which we have based

- **Vygotsky's theories:** Scaffolding, ZPD, Shared activities, Social, Public and Private Language.
- **Gardner theories** (multiple intelligences) proposes eight different intelligences to account for a broader range of human potential in children and adults.
- **Bruner:** In the interaction between child and adults around her, exists such clear and emotionally charged contexts that the child first becomes aware of the way in which language is used.
- **Chomsky:** Children do not simply copy the language that they hear around them. They deduce rules from it.

CAPACITIES WE ARE GOING TO DEVELOP

- Make predictions.
- Know a narrative structure.
- Know how to create suspense.
- Identify their own roles and the others ones.
- Play roles.
- Respect turns.
- Understand what they listen and read.

Strategies in use (Part 1)

Children are going to use the following strategies:

- Discriminate
- Select
- Associate
- Check
- Categorize

Strategies in use (Part 2)

- Previewing
- Predicting
- Skimming and scanning
- Guessing from context
- Paraphrasing

Teacher's techniques

- ALWAYS USE VISUAL AIDS (pictures, realia, gestures).
- MODIFY YOUR SPEECH to aid comprehension, speak more slowly, emphasize key words, higher pitch.
- SIMPLIFY VOCABULARY AND GRAMMAR, use related ideas, do not talk out of context.
- DO NOT FORCE PRODUCTION. Students will use English when they are ready. They sometimes experience a “silent period” which can last days or weeks.
- FOCUS ATTENTION ON KEY TERMS.
- YES/NO QUESTIONS. “Is Skippy a bit scared?”
- CHOICE QUESTIONS. “Is this a squid or an octopus?”
- DIALOGUES.
- ROLE PLAY ACTIVITIES.
- SONGS.

Junior European Language Portfolio (Part 1)

According the **Junior European Language Portfolio**, they will be able to:

- Do actions to a story or song as they hear it
- Follow a short story
- Read a short story
- Read a short dialogue
- Read the names of some animals
- Match words which I hear with pictures

Junior European Language Portfolio(Part 2)

- Recognize important words in a story or song (penguin, shark, crab...)
- Use a game or rhyme to help themselves remember words
- Work with a friend to make up a role play
- Use gesture or dramatization to show I understand
- Look at the face of the person speaking to them and listen attentively
- Label animals
- Categorize animals

Objectives from the "Castille & León " Official curriculum (Part 1)

- Association of oral information to images on identification and sequencing activities by using the foreign language.
- Understand, reproduce and recreate some literary texts showing attitudes of enjoyment and interest to them.
- Participate in sound games (songs), reproducing sound groups, words or brief oral texts in English.

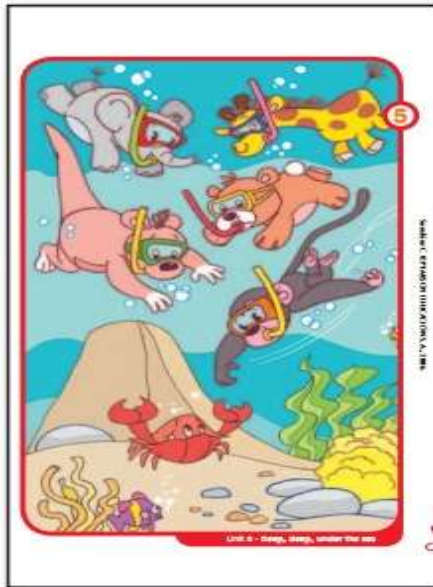
Objectives from the "Castille & León " Official curriculum (Part 2)

- Dramatization of fiction and narrative texts and express enjoyment and interest in using linguistic and extralinguistic resources.
- Listening and understanding brief stories & tales as resources of pleasure and learning of the English language.
- Understand the information they receive from others, participate with interest and respect in the different situations of social interaction.

Final task

- Dramatize “Deep, deep under the sea.”

Respect turns and identify roles and perform as they are one of the animals presented in “Deep, deep under the sea” story.



Subtasks

Due to get the final task we are going to develop the following subtasks:

- First: Recognize the different kinds of aquatic animals (fish, shark, crab) and sing “Under the sea”.
- Second: Learn to respect turns and the main characteristics of the animals presented in the story through an instructional board game.
- Third: Perform the animals presented in the story.
- Fourth: Acquire basic knowledge of food chain through the play.
- Fifth: Follow, read and understand the “Deep, deep under the sea” story.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	Be able to differentiate animals characteristics	Play a game	Differentiate good and bad animals clapping	- Develop cognitive competence (Be conscious about the differences of the animals)
2	Be able to respect turns and know the basic characteristic of the animals	Play the games	Learn to respect turns and the main characteristics of the animals.	- Develop social competence (Regulate their behaviour by respecting turns)
3	Be able to perform different animals as penguin or octopus.	Perform the animals	Perform the animals presented in the story	- Develop communicative Competence (Play the role given)
4	Be able to acquire basic knowledge about food chain.	Play the game.	Play the game as fishes and shark.	- Develop cognitive competence (Perform sea animals depending of the role they have to play)
5	Be able to follow the story and participate in it.	<u>Follow the story.</u>	Tell Deep, deep under the sea story	- Develop the cognitive competence (Know sea animals and predict events).
6	Be able to perform a story respecting turns	Perform the story.	Perform, deep <u>deep</u> under the sea story.	- Develop communicative competence (Dramatizing the story).



THANKS FOR
YOUR
ATTENTION!

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